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*United States, 1640 to 1830*, the author has indicated clearly the relation of household manufactures to the social, political, and general industrial life of the people.

The book consists of eight chapters. The introduction discusses the scope, importance of the subject, and the connection with present-day problems. In chap. ii the factors affecting household manufactures in the colonies show how England's colonial policy was answered by the colonists when they turned to manufacturing in the home. Chapter iii indicates the status of manufactures in the colonies, and chap. iv is devoted to a quarter-century of developments in which the dominant factor in the struggle for industrial independence from 1784 to 1809 is manufacturing in the homes. A year's output of the family factory and the products of the family factory are treated in chaps. v and vi. The transition from family to shop and the passing of the family factory conclude the discussion in the last two chapters.

The author has used extensively the census returns, reports of the treasury department, and the records of many state and local historical societies in the choice and selection of his material. A splendid feature of the book is nineteen tables, copious footnotes, and a workable bibliography.

The book is a valuable contribution as a text in secondary and normal schools and in colleges where courses in industrial history, home economics, and household arts are given. Its reliable information recommends it to all teachers and students of American history.

The variety of topics that Professor Tryon discusses being considered, it seems extraordinary that he has been able to confine his treatment to one volume. This he has done because of the method of his treatment, which has been both topical and chronological. The book answers a long-felt need in the field of industrial history and merits the thoughtful consideration of all school authorities and teachers of history.

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WOOD, CLARENCE A. *School and College Credit for Outside Bible Study*.  
World Book Co., 1917. \$1.50.

A custom that has gained widespread recognition in the past few years is that of giving school credit for outside work. Among the many studies commonly pursued outside of the public school is the study of the Bible. Those interested in this special phase of the general movement will find much of value and interest in Mr. Wood's consideration of the topic, in which is a body of material of great practical value. Besides a summary of the present status of the movement to grant college, high- and elementary-school credit for outside Bible study, the book contains plans and suggestions for the future of such work as well as a number of syllabi in actual use.

Since the author discusses the plan of giving credit for outside Bible study as it is now applied in higher, secondary, and elementary education, his book should be of interest to a rather large audience. In discussing the adaptation of the plan, the country is considered in sections, such as the central, the western, the Atlantic, and the southern states. In these groups individual states are usually treated separately, thus giving the reader an opportunity to view the situation in the concrete.

The Gary, Indiana, the Greeley, Colorado, the Austin, Texas, and the North Dakota plans are presented in considerable detail. The appendix contains the following syllabi: North Dakota, Colorado, Oregon, and Virginia. Thus it will be seen that to the one desiring a knowledge of the present status of the movement to give credit for outside Bible study and suggestions for inaugurating or improving such work the book will be of great value. It certainly contains an excellent résumé of the best that is now done in this important field.

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SCOTT, J. F. *Patriots in the Making*. New York: D. Appleton & Co., 1916.

Professor Scott has written a valuable book both for the student of the history of modern European education and the teacher of American history. The subtitle of his book is *What America Can Learn from France and Germany*, which is more suggestive of what the book really contains than the main title, as the following list of chapter headings shows: "French Education as National Self-Expression," "Molding the Psychology of Defense," "The Inculcation of Hostility toward Germany," "The Teaching of Loyalty to the Republic," "Concluding Forces in French Education," "Patriotism in German Education," "The Lesson for America," and "Military Training in Europe."

To the student of the history of modern European education who desires to see how the educational systems of France and Germany have contributed to the inculcation of the spirit of patriotism in the growing youths of these nations, the first six chapters of this book will be of great value. This fact should be especially emphasized, since from its title one would not suspect the book contained so much in the field of the history of education. The chapter on "The Lesson for America" contains much of value to the teacher of American history. While one might not agree with all of the author's proposals relative to the teaching of patriotism, yet the chapter contains many suggestions of value. For example, the criticism of our texts in American history because of their tendency to overglorify certain events in our history is certainly justified. There is also need of having the attention of history teachers called to the fact that these same texts tend to create a spirit of hatred for England. This is done very effectively by the author. The book will doubtless be read with interest by the lay reader, since the style is free and easy and the organization clear and compact.